Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of "0." Indicators that received a "1" or "2" will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov *no later than midnight on Wednesday, February 29*.

Publisher Name/Book Title/Grade Level: McGraw-Hill/SRA Imagine It!/Grade K

Section	Indicator Number	Publisher Comments	Evidence
Example: Professional Development	*Example: #4*	*Example: Info not originally provided to reviewers*	*Example: Customized options provided as noted in PD brochure attached.*
Instructional Design	3	All five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension) are addressed and evaluated in the program.	Phonological/Phonemic Awareness—TE Unit 3 pages T163, T173, T183, T201, T217 Phonics—TE Unit 3 pages T164, T174, T184-T187, T202, T218-T221 Vocabulary—TE Unit 3 pages T167, T169, T176, T179, T189, T197, T204, T208, T210, T212, T213 Comprehension—TE Unit 3 pages T168, T178, T190, T192, T194, T196, T206-T212 TE Unit 3 pages T74-T75, T144-T145, T186-T187, T220-T221
Instructional Design	19	Scaffolding is a prominent part of every section of every lesson. Each lesson provides Monitoring Progress boxes that address the needs of Approaching Level, On Level, and Above Level students at point of use in each lesson. Each lesson also provides scaffolding for English Learners in the form of tips for Differentiating Instruction for English Learners. In addition, Differentiating Instruction for Workshop planners and the Additional Skills Practice planner at the beginning of each lesson offer ideas of ways to helps students who are Approaching Level, On Level, Above Level, or	Citations listed below are a sampling only: Monitor Progress boxes—TE Unit 1 Lesson 2 pages T110, T115, T118, T120, T135, T138, T148, T149, T153, T159, T160, T171 Tips for Differentiating Instruction for English Learners—TE Unit 1 Lesson 2 pages T106, T112, T113, T114, T116, T117, R119, T125, T134, T135, T140, T151, T159, T166, T168 Additional Skills Practice planner—TE Unit

		English Learners. Finally, separate components help to scaffold each lesson, such as Reteach or Intervention Guide for approaching-level students, Skills Practice Books for on-level students, Challenge for above-level students, and the English Learner Support Guide for English Learners.	1 page T97 Differentiating Instruction for Workshop planners—TE Unit 1 Lesson 2 pages T98-T102 Online Access Card—Access Unit 5 Lesson 7 for access to the following components: Reteach—pages 91-92 Intervention Guide—pages 88-89 Skills Practice Books—pages 107-108 Challenge—pages 70-71 English Learner Support Guide—pages 299-303
Instructional Design	26	Guidelines for forming flexible groups based on student progress can be found in the Workshop Professional Development Guide.	Workshop Professional Development Guide, pages 1-2, 13-14
Instructional Design	30	*SRA Imagine It!* should be taught by the general education classroom teacher. This is specified at the beginning of the program in the Introduction to Grade K and the Getting Started section of the program, as well as in the Administrator's Professional Development Guide.	TE Unit 1 pages viii-xi, GS1-GS3 Administrator's Professional Development Guide page 1
Instructional Design	31	*SRA Imagine It!* should be taught by the classroom teacher in a general education classroom. This is specified at the beginning of the program in the Introduction to Grade K and the Getting Started section of the program, as well as in the Administrator's Professional Development Guide.	TE Unit 1 pages viii-xi, GS1-GS3 Administrator's Professional Development Guide page 1
Phonemic Awareness	25	Oral Language Phonemic Awareness activities are not phased out; instead, they are continued throughout the year because they are critical to students developing initial reading skills.	TE Unit 1 page T25 TE Unit 10 page T224
Phonics	23	All high-frequency words are introduced to students at the beginning of a Pre-Decodable or Decodable lesson. For high-frequency words that are decodable, students learn to blend the word in the Blending section of the	TE Unit 3 pages T74-T75, T144-T145, T218, T220-T221 TE Unit 4 pages T72, T73-T74, T150, T152-T153, T224, T226-T227

		lesson, which precedes the Decodable lesson. A note is placed in the Blending lesson to prepare students for the Decodable lesson.	
Phonics	24	Care was taken in creating the scope and sequence so that no two visually or phonemically confusing words (e.g., *saw/was, where/were, of/off*) were included in the same lesson but instead were separated. Only when learning long vowel spellings were two visually confusing words taught in the same lesson, so that students could differentiate words with long vowels from words with short vowels.	TE Unit 8 pages T60, T76, T140, T150, T152-T153 TE Unit 9 pages T60, T74, T76-T77, T134,
Phonics	25	Phonics instruction is systematic and explicit. Letter/sound correspondences are taught prior to reading. Students practice reading decodable words as well as regular and irregular high frequency words. Irregular high frequency words are taught as automatic sight words.	TE Unit 8 pages T60, T76, T78-T79, T140, T150, T152-T153, T192, T208, T224, T226-T227
Fluency	1	Fluency instruction is both explicit and systematic. Kindergartners learn the concepts of print that support fluency and apply these to their own reading. A routine the builds fluency involves using Pre-Decodables and Decodables.	TE Unit 1 pages xiii-ix, T75, T77, T79, Program Appendix pages 22-24 TE Unit 2 pages T51, T55, T57, T121, T123, T125, T161, T183, T187, T211, T213, T215, T217, T219, T247 TE Unit 3 pages T74-T75, T144-T145, T186-T187, T220-T221 TE Unit 8 pages T60, T76, T78-T79, T140, T150, T152-T153, T192, T208, T224, T226-T227
Fluency	2	Fluency instruction is both explicit and systematic. Kindergartners learn the concepts of print that support fluency and apply these to their own reading. A routine the builds fluency involves using Pre-Decodables and Decodables.	TE Unit 1 pages xiii-ix, T75, T77, T79, Program Appendix pages 22-24 TE Unit 2 pages T51, T55, T57, T121, T123, T125, T161, T183, T187, T211, T213, T215, T217, T219, T247 TE Unit 3 pages T74-T75, T144-T145, T186-T187, T220-T221 TE Unit 8 pages T60, T76, T78-T79, T140,

			T150, T152-T153, T192, T208, T224, T226-T227
Fluency	3	Fluency instruction is both explicit and systematic. Kindergartners learn the concepts of print that support fluency and apply these to their own reading. A routine the builds fluency involves using Pre-Decodables and Decodables. Fluency instruction includes a coordinated instructional sequence	TE Unit 1 pages xiii-ix, T75, T77, T79, Program Appendix pages 22-24 TE Unit 2 pages T51, T55, T57, T121, T123, T125, T161, T183, T187, T211, T213, T215, T217, T219, T247 TE Unit 3 pages T74-T75, T144-T145, T186-T187, T220-T221 TE Unit 8 pages T60, T76, T78-T79, T140, T150, T152-T153, T192, T208, T224, T226-T227
Fluency	4	Fluency instruction is explicit, systematic, and scaffolded. Students learn to apply the concepts of print to their own reading.	TE Unit 1 pages xiii-ix, T75, T77, T79, Program Appendix pages 22-24 TE Unit 2 pages T51, T55, T57, T121, T123, T125, T161, T183, T187, T211, T213, T215, T217, T219, T247 TE Unit 3 pages T74-T75, T144-T145, T186-T187, T220-T221 TE Unit 8 pages T60, T76, T78-T79, T140, T150, T152-T153, T192, T208, T224, T226-T227
Fluency	5	Fluency instruction includes cumulative review of words for which the sounds and spellings have been taught in previous lessons. Decodable Books build on previously taught sounds and spellings, so that each book is fully decodable.	TE Unit 5 pages T78-T79T148-T149, T222-T223 TE Unit 6 pages T70-T71, T140-T141, T214-T215 TE Unit 7 pages T74-T75, T148-T149, T226-T227
Fluency	6	Assessments to measure and monitor fluency progress are included in the Benchmark Assessments. Benchmark Assessments occur in Lesson 15 at the end of Units 2, 4, 6, 8, and 10, as well as in Lesson 1 of Unit 1.	Online Access Card—Access Unit 4 Lesson 15 for access to the Benchmark Assessment at the end of Unit 4: Benchmark Assessment BLM pages 40, 45, 46, 47, 48
Fluency	7	Fluency instruction addresses speed, accuracy, and prosody.	TE Unit 1 Program Appendix pages 22-27, 37-38

Fluency	8	*SRA Imagine It!* encourages the teacher to model speed, accuracy, and prosody at point of use in selections as well as in the Program Appendix of the Teacher's Guides.	TE Unit 1 Program Appendix pages 22-27, 37-38 TE Unit 1 page T51
Fluency	10	The teacher provides fluency instruction during letter-sound study as well as with text reading during the Blending portion of the lesson as well as during the Reading a Decodable portion of the lesson, where students link the sounds to the letters to practice reading fluently.	TE Unit 8 pages T60, T76, 78-T79, T140, T150, T152-T153, T192, TT208, T224, T226-T227
Fluency	11	Fluency instruction is integrated into each day's lesson. It can take the form of concepts of print, letter naming, word reading, or reading a Decodable Book.	TE Unit 3 pages T169, T174, T185, T186-T187, T191, T193, T195, T202, T218, T220-T221 TE Unit 10 pages T171, T177, T181, T182, T191, T192, T197, T199, T201,T207, T223, T225, Program Appendix page 26
Fluency	15	Fluency instruction for the teacher for student error correction is included.	TE Unit 1 Program Appendix pages 22-27
Vocabulary	6	Vocabulary assessments are included in every unit of the grade K program to measure and monitor progress in vocabulary. Assessments can be found online or in the reductions in the Teacher's Editions.	Teacher Edition reduced pages are listed below: TE Unit 1 pages T22, T168 TE Unit 2 pages T98, T176 TE Unit 3 pages T90, T160 TE Unit 4 pages T90, T168 TE Unit 5 pages T22, T164 TE Unit 6 pages T86, T156 TE Unit 7 pages T90, T164 TE Unit 8 pages T94, T168 TE Unit 9 pages T162 TE Unit 10 pages T22, T168
Vocabulary	15	Selection and unit vocabulary is previewed before a selection, discussed during a selection, and then reviewed after a selection. A vocabulary routine accompanies each selection. Concept vocabulary is introduced and built upon throughout a unit as well.	Citations listed below are a sampling of how vocabulary is previewed, discussed, and reviewed during the course of a unit: TE Unit 4 pages T17, T19, T20, T29, T36,

		Finally, the writing section tries to incorporate vocabulary words as appropriate.	T39, T47, T48, T50, T53, T60, T65, T66, T67, T76-T77, T174, T176, T177, T178, T184, T186, T187, T195, 196, T198, T203, T210, T219, T228, T232-T233
Vocabulary	16	Students are given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts.	Citations listed below are a sampling of how vocabulary is used in multiple contexts for students: TE Unit 10 pages TT28-T29, T36-T39, T40, T46-T47, T48-T52, T53, T54, T60, T62-T66, T67, T68, T74-T75, T76-T77
Vocabulary	17	Extended instruction is provided in multiple contexts so that students can see the word in print in different contexts, use the word in a sentence, add the word to a word bank, or use the word in their writing.	Citations listed below are a sampling of how vocabulary is previewed, discussed, and reviewed during the course of a unit: TE Unit 1 page xiv TE Unit 10 pages T28-T29, T30, T36, T39, T40, T47, T53, T60, T62, T63, T64, T65, T66, T67, T68, T74-T75, T76-T77, T78, T98, T99, T101, T102, T110, T111, T112, T117, T118, T126, T128, T130, T132, T133, T134, T143, T145, T154-T155, T156, T175, T177, T178, T184, T187, T194-T195, T198, T203, T204, T210, T214, T215, T218, T219, T220, T226, T227
Vocabulary	19	Various aspects of word study are included, such as multiple meanings, synonyms, and antonyms.	Multiple meaning words TE Unit 1 page T112 TE Unit 3 page T36 TE Unit 10 pages T48, T137 Synonyms—TE Unit pages T145 Antonyms—TE Unit 2 pages T62, T78, T145